DOCUMENT RESUME

ED 323 549 CS 212 504

TITLE Strategies for Nurturing Journalism Students: A Preliminary Report.
PUB DATE Aug 90
NOTE 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). Prepared by the Journalism Education in the High Schools Committee of the Association for Education in Journalism and Mass Communication.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College School Cooperation; Higher Education; High Schools; *High School Students; *Journalism Education; Majors (Students); Mass Media; Minority Groups; Program Development; School Surveys; *Student Recruitment
IDENTIFIERS Association for Ed in Journalism and Mass Comm; *Recruiting Trends Survey

ABSTRACT

This preliminary report discusses a survey of journalism schools conducted in February 1990 by the Association for Education in Journalism and Mass Communication (ASJMC) seeking data on liaisons between college journalism schools and high schools as well as ideas for ASJMC members seeking new ways to reach prospective journalists among high school students, especially minorities. The report identifies the 66 responding schools (out of 182 surveyed), and the persons who completed the questionnaire, and lists the 49 programs with liaisons and the names of those resource persons. The major focus of the report is the compilation of specific activities and strategies to recruit and retain students. The objective was to identify innovative efforts and an overall sense of what was being done and what seemed to be working. Activities are grouped into six areas and are listed in the order of frequency: (1) workshops, conferences, and programs on campus; (2) personal outreach--speeches, visits, press association contact; (3) indirect outreach--publications, mailings, admissions office data; (4) scholarships and financial incentives; (5) follow-through--mentoring, alumni links, student organizations; and (6) miscellaneous opportunities. More responses by additional institutions are invited and will be incorporated into the final report. (The questionnaire and a list of responding schools are attached.) (KEH)

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STRATEGIES FOR NURTURING JOURNALISM STUDENTS: A PRELIMINARY REPORT

from the
ASJMC Journalism Education in the High Schools Committee

August 1990

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STRATEGIES FOR NURTURING JOURNALISM STUDENTS

Background

Two years ago, ASJMC members acknowledged the value of strengthening their relationship with high school journalism. This was seen as a way to attract young people showing an early interest in journalism, including hard-to-attract minority students.

Building on general agreement that work with scholastic journalism would benefit the profession and university programs, the ASJMC Journalism Education in the High Schools Committee, chaired then by Earl Conn of Ball State University, recommended an addition to the Accrediting Council's (ACEJMC) existing standard on Public Service.

ACEJMC in 1989 approved that change, which encourages support for scholastic journalism:

> Realizing that many of their students come from high schools or community colleges with some journalism course work and campus mass media experience, units should extend to those high schools and community colleges whatever assistance they are able to give. This assistance may include refresher workshops for teachers, workshops for minority and other high school students, encouragement of secondary and community college journalism programs to diversify their faculties and student bodies by race and ethnicity, special enrichment programs involving new technology for high school and community college students, joint efforts to safeguard student First Amendment rights, strong certification programs for teachers, on-campus journalism days, publications assistance, and/or help in maintaining journalism as a credit-bearing academic subject in high schools and community colleges.

Part of the evidence that would satisfy the Public Service standard are "Records indicating involvement in assisting area high schools and community college mass media teachers and their students."

While work with high school journalism programs is but one of several ways to demonstrate Public Service, efforts to recruit and nurture minority students is a more direct mandate--from the public and the profession as well as from the accrediting council. In the words of ACEJMC's Standard 12, "Organized efforts must be made to recruit, advise, and retain minority students...." And as for evidence, "Units must present written plans of their own on which to base their efforts to recruit, retain, and advance...minorities into unit student bodies." Beginning in the fall of 1990, ACEJMC says, "units should be able to show not only that their plans are in place but also that good-faith efforts toward implementing the plans have produced some results."

Minority recruitment requires attention be given to high school students; public service can involve similar contact. But college journalism programs, those accredited and those non-accredited, are looking more closely at scholastic journalists for a third reason--to recruit a better quality student. As journalism loses well-qualifed high school students to other professions, pressure is intensifying to identify top prospects early and encourage them vigorously.

The Survey

Our committee decided last fall to focus this year on a project that would help ASJMC members work more closely and effectively with scholastic journalism programs. We knew that many universities have strong high school programs and need no help. We knew that others do not have staff or facilities to meet current demands and hesitate to do anything to attract more students.

But it seems clear that recruiting efforts must be redefined, or at least become more refined, if ASJMC schools are to attract and retain minorities and other quality students. Our committee chose to facilitate an exchange this year that would allow ASJMC members to help one another.

Through a survey of the 182 ASJMC schools, we hoped to compile two things:

(1) A list of liaisons, those persons linking college journalism programs to the high schools serving them. These resources, most of them faculty members, could identify and share with their counterparts at other colleges or universities.

(2) A collection of activities or strategies to help journalism educators more successfully recruit/retain minorities in particular and better high school students in general.

The committee asked you to share your successes--ways you have made high school students aware of the profession and of your program, attracting students you might not otherwise have recruited.

ASJMC staff in South Carolina mailed the survey in February 1990. By May, 66 schools had responded. No follow-up reminder or second questionnaire was mailed, accounting in part for the relatively low response rate. But the committee, interested in gauging the kinds of activities, compiled this summary of responses and report of some of the strategies and activities submitted.

This preliminary report identifies the 66 responding schools and the persons who completed the questionnaire, and lists the 49 programs with liaisons and the names of those resource persons. The duties of these liaisons are summarized. The heart of the survey--and the report--is the compilation of specific activities and strategies, divided here into six categories.

We call this a preliminary report, however, because we would like to hear from even more of the 182 ASJMC schools. The 66 respondents arguably represent schools most active or interested in the subject of the questionnaire. But many schools that did not respond have strong and active relationships with high school journalism. Because of this, and because administrators have their busy days peppered with questionnaires that are lost or buried as often as ignored, this report concludes with a copy of the questionnaire--and encouragement that those of you who were not able to complete and return the questionnaire last spring will do so now. These late responses will be incorporated into the final report, to be mailed to all ASJMC members.

Liaisons to the High School

The front of the two-page questionnaire asked about formal mechanisms for connecting with high school journalism programs. Three-fourths of the 66 responding colleges and universities have liaisons, with 6 of the other 17 intending to have one by 1991. A faculty member has this role in 90% of the colleges. Slightly less than half of the liaisons (23, or 47%) have experience as a high school teacher.

Those colleges and universities without an identified liaison most often said it was due to limited staff or because all faculty share this responsibility. Also mentioned was lack of funds or the belief that such a person is unnecessary as enrollments increase.

Survey respondents were asked to identify the primary duties of their program's high school liaisons. Three out of four liaisons serve as a resource consultant or a conference coordinator, or both. Many respondents sent samples of the materials they generate--printed programs for workshops, press days and summer institutes, or brochures to promote scholarship opportunities, special programs and courses for teachers.

We have assigned a number to each of the 49 responding school that identified a liaison. At the end of this report, we have listed the institutions, their representatives and the liaisons' duties. The specific duties are described below, followed by numbers that identify the responding schools involved in the activities.

Specific duties of the high school liaison:

A. Eighteen liaisons (37%) head a high school press association: 5, 8, 10, 14, 15. 20, 21, 22, 24, 29, 30, 34, 36, 39, 41, 43, 45, 49

B. Thirty-seven, or 75%, coordinate a press day or a state or regional convention: 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 39, 41, 42, 43, 45, 47, 48, 49

C. Fifteen liaisons (31%) edit a press association publication: 5, 8, 10, 14, 15, 18, 20, 24, 30, 34, 36, 39, 43, 46, 49

D. Twenty-six institutions (53%) have a liaison who directs a summer workshop for high school students or publication advisers: 1, 3, 10, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 28, 30, 31, 32, 34, 36, 37, 39, 42, 43, 45, 46, 48

E. Thirty-eight, or 77%, of the liaisons serve as a resource consultant: 2, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 43, 45, 47, 48, 49

F. In 16 institutions (33%), the liaisons have other responsibilities. These duties include writing letters, presenting speeches, providing speakers, critiquing student publications, judging publication contests and coordinating scholarship programs: 3, 4, 5, 10, 12, 15, 17, 18, 19, 21, 24, 25, 26, 32, 39, 44

Strategies and Activities

The second part of the questionnaire asked respondents to describe activities or strategies that have brought them closer to high school students and minority recruits. We looked for innovative efforts, but also wanted a sense of what was being done and what seemed to be working.

What follows are some generalizations about the types of activities listed, and specifics about efforts either common to many programs or "innovative" in that they may suggest similar efforts at other institutions. As noted earlier, this is not meant to be a quantitative study. Many colleges that are active and effective are not represented in this preliminary report.

Because one purpose of this report is to be a forum for ideas, we told survey respondents that their units may be identified with their responses unless they objected. Only two respondents asked for anonymity, both because planned activities are not final.

Some activities defy categorization, but most of those described can be grouped into one of six areas. They are listed here in the order of frequency; i.e., the first category of activities was most common among respondents. The six groups are:

1. Workshops, conferences and programs on campus
2. Personal outreach: speeches, visits, press association contact
3. Indirect outreach: publications, mailings, admissions office
4. Scholarships and financial incentives
5. Follow-through: mentoring, alumni links, student organizations
6. Miscellaneous opportunities

Interestingly, grouping activities by frequency suggests progressive stages in the recruitment/public service process, as well. On-campus workshops, conferences and personal outreach often put universities into contact with students sampling journalism. Indirect outreach and scholarships are targeted to high school students considering a journalism career. Follow-through focuses on retaining students once they have reached campus.

Below are some of the responses from colleges working with high school students. The list is representative and will be expanded in the committee's final report. A number of universities have sophisticated efforts that involve activities in all six categories. Some institutions identified one or two activities that fit their program needs, others chose to highlight one or two innovative efforts.

Workshops, Conference, Programs on Campus

High School workshops and press days during the academic year, summer programs, and contests for students are popular activities in responding schools. Of the 48 references to this type of activity, 11 specifically mentioned Urban Journalism Workshops, cooperatively supported by the Dow Jones Newspaper Fund and regional newspapers or professional organizations.

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* We conduct the typical fall workshop on a Saturday, spring convention on the first Friday in May, and a 5-day summer camp. And we sponsor the typical contests for publications and for individual student staffers, with awards presented at the May convention. Most plaques are sponsored by (paid for and presented by representatives of) the professional news media. (University of Georgia)

* We offer four one-week graduate-level summer workshops for teachers/advisers. Topics change each year so that a person may attend a number of sessions over several years. This serves as enrichment as well as credit toward certification, which in Indiana is 24 semester hours. (Indiana University)

* This is the second year that the University of Iowa Summer Journalism Workshops is sponsoring a workshop entitled "Reaching Out to Minority Students" for high school journalism teachers and advisers. This workshop is described in the brochure on all of Iowa's journalism workshops for teachers. Following lastsummer's first minority workshop, a handout was prepared that explains the program in detail. (University of Iowa)

* We have a one-day event the Tuesday after the university ends its spring semester. As students come in with advisers, we try to identify minority students and follow up with letters and university applications. (Murray State University)

* We cooperated with two other universities in establishing a one-week New Mexico High School Workshop that rotates among the three campuses. (University of New Mexico)

* This summer we are offering our first scholastic journalism workshop for Native Americans. (University of New Mexico)

* Working closely with a high school teacher who heads a New York City journalism program, we co-sponsor a one-day conference for high school students. The other sponsors are New York Newsday and the NYC Scholastic Press Association. (New York University)

* We have adopted a program of workshops in specialized areas involving one representative from various schools to work along side a college-age reporter, photographer, etc. or a professional for campus events, e.g., a sports writing workshop at one of our tournaments, a feature workshop at a major concert, etc. (Southeast Missouri State University)

* One faculty member conducts a summer workshop in journalism for students in city and county schools' gifted programs. (University of Tennessee at Chattanooga)

* Journalism workshops are held in at least three locations each year, with a host school for a regional program to which all area high schools are invited. We always have minority students among our student presenters. The WKU students offer advice to high school students on how to make their newspapers and yearbooks better. One outcome is that we attract high school students who can envision themselves as presenters in a few years.
(Western Kentucky University)

Personal Outreach: Speeches, Visits, Press Association Contacts

The second most common type of activity respondents described brought individual faculty members from the campus to off-campus sites for speeches, visits to high schools and community colleges or meetings of scholastic journalism organizations. These outreach efforts were mentioned 39 times on the questionnaires.

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* We have appointed a graduate assistant to make contact with 60 high schools in our metropolitan area. This graduate student offers to visit high school journalism classes and to discuss our program with students. Normally, about one-fourth of the high schools take us up on our offer. The graduate student sends follow-up information to all students who fill out cards indicating an interest. (Arizona State University)

* We visit community colleges with significant minority populations. (Eastern Illinois University)

* We are developing a Speakers Bureau brochure featuring K-State minority JMC graduates who will speak to junior and senior high groups. (Kansas State University)

* We do minority recruitment through telethons and visits to high schools, accompanied by the president of our student NABJ chapter. (University of Kentucky)

* We provide office space and support for the New York City Scholastic Press Association. (New York University)

* Minority students in our program attend high school career programs to inform interested high school students of our program and career opportunities. (Niagara University)

* Some of our upper-level students work with high schools.
(University of North Texas)

* Minority recruitment meetings are held for high school students in major cities in Tennessee. We take undergrad students and minority alumni to these meetings to talk to students and parents. (University of Tennessee)

* Two faculty members work closely with three area high schools in the publication of their newspaper. The student writers and editors spend a considerable amount of time in the department's computerized writing and layout laboratories.
(University of Tennessee at Chattanooga)

* A faculty member teaches journalism for one week in a local high school each spring. This enriches both the professor and the journalism class. (Winthrop College)

Indirect Outreach: Publications, Mailings, Admissions Office

Journalism programs used publications and other communication tools to reach high school and minority students after they have expressed interest in journalism. Respondents referred 24 times to such activities as brochures and flyers, personal letters, invitations to campus gatherings, awards and recognition programs, and cooperative efforts with the university's admissions office.

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* The School of Journalism works closely with undergraduate admissions and is in the loop for visits by high school minority students to campus. (Arizona State University)

* In conjunction with the university's Multi-Cultural Center, we participate in a workshop program that brings about 100 Native-American high school students to campus for four weeks in the summer. In addition to instruction and orientation in basic university skills (writing, math, etc.), students can check out majors in engineering or communication. Within communication, they may focus on journalism or public relations. Those who select our programs produce journalistic products during the four weeks. (Brigham Young University)

*Through our office of Institutional Studies we obtained a list of 50 minority high school students from around the country whose college entrance exam scores indicated promise as writers. We wrote to each of them, inviting them to consider enrollment at BYU and a major in our department. We also sent them a copy of our brochure on minority students in communication and in our department. (Brigham Young University)

* Our cultivation of minority candidates extends to the junior year of high school. Because enrollment ceilings here are blocking out late applicants, we work with potential minority students not only to stimulate interest and get them properly prepared for university work, but also to get them to apply early.
(Brigham Young University)

Strategies: A Preliminary Report--9

* We sent letters to every high school journalism teacher in Colorado asking for names of minority students who might be interested in the journalism school. As names were received we wrote the students personal letters and enclosed information about the journalism program. We also sent them a short video tape about the school. (University of Colorado)

* We are creating a package of materials specifically aimed at minority high school students. Among the materials will be a letter to the editor of the school newspaper. (Emerson College)

* We had an informal social gathering with prospects and recent J-School graduates. This took place at a barbecue at the home of a newspaper executive. Careful communication is still maintained with these juniors and seniors. One of the fifteen invited is expected to enroll this fall while two others are committed to enroll next fall. Community college students were also invited. (Florida A&M University)

* We are developing a brochure geared toward attracting junior and senior high school minority students to journalism as a career. (Kansas State University)

* Student members of our National Association of Black Journalists chapter meet regularly in Dallas with the Association of Black Communicators and the Network of Hispanic Communicators. (University of North Texas)

* We take part, with the university, in bringing to campus about 200 sixth graders who visit various departments to learn more about what it's like to go to college. These groups include minorities and the purpose is to encourage them, at an early age, to think about college. They spend several hours in the School of Journalism. (Ohio State University)

* We honor an outstanding high school journalism teacher annually. (University of Oklahoma)

* We send copies of our campus weekly to high school newspaper advisers at whose schools the university itself receives its strongest overall academically prepared students. (Pepperdine University)

* We work with the university admissions office and Communication Division to secure names and addresses of high school journalism prospects who write or telephone for information on our journalism program. We then follow up with a letter from the director of student publications and include the newspaper and magazine written and edited by the students at the university. (Pepperdine University)

* We informally track top-notch high school journalism students through various means, including getting recommendations from advisers, noting their consistent winning entries in our individual contests and working with many on our scholastic press executive boards. (University of South Carolina)

* Since more than 3,000 students and advisers regularly attend our scholastic press offerings each year, we make sure to give them quality USC and college materials. (University of South Carolina)

* We review current issues of publications, summarize significant articles and mail them to our local press association membership. A bibliography of articles and books is compiled and distributed. (Southeast Missouri State University)

* An African-American faculty member who helps with our Urban Journalism Workshop follows up by writing to the workshop students during the school year. He also helps the students make the transition to college--serving as a source for information on financial aid, applications, etc. (Temple University)

* We send a letter to the publication advisers of students who have applied to Temple and have expressed an interest in journalism and to those whose students have done well during the Temple Press Tournament. We write to the students, of course, but hope that a letter to teachers will tell them more about what our journalism program has to offer as well as encourage some teachers to direct good students into journalism careers. (Temple University)

* We produced a poster for high school journalism room bulletin boards showing biographies of six outstanding upperclassmen (ala Dewars Scotch ad campaign). (University of Tennessee)

Scholarships and Financial Incentives

At least 20 respondents mentioned scholarships as effective ways to attract the most promising high school students. Some provide financial support for summer workshops and conferences; more offer scholarships for college degree work. Colleges also are joining media and other professional organizations in offering scholarships, particularly awards to minority students. One college is proposaing that a newspaper chain help support minority master's degree assistantships.

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* We have earmarked for minority applicants 10% of the $54,000 in "talent award" scholarship monies made available to us by the university. We also set aside for minority applicants $6,000 from a special fund we control to develop journalism programs. (Brigham Young University)

* The Georgia Press Educational foundation provides about 16 scholarships to our summer camp; 3 are designated specifically for minority students; 3 are designated for advisers; and 10 are awarded on the basis of quality of work as evidenced by contest results. Last year, minority students won at least 3 of the contest-winner scholarships. (University of Georgia)

* We work with the Houston Chronicle to put on a four-week summer journalism workshop for high school students. It is aimed especially at, but is not limited to, minority students. We take 20 students. Three are given scholarships at the end--$1,000 each from the Chronicle and an additional $750 if the student enrolls at the University of Houston, with both scholarships renewable each year if good grades are maintained. (University of Houston)

* Through our Foellinger Minority Scholarship Program, supported by a grant from this foundation, we provide two $7,000 scholarships to deserving minority students who major in journalism. These are renewable for all four years, with two new students coming into the program each year.
  --In order to assure good incoming students, the Foellinger Program allows for six high school students to attend the High School Journalism Institute.
  --Also, the HSJI director solicits minority scholarships from the publishers of Indiana daily newspapers each year. About 12 are given each summer. (Indiana University)

* For the first time this year, the University of Iowa is offering scholarships for minority students to attend any of its summer workshops. This includes the summer journalism workshops for high school students. These scholarships will pay for workshop costs and also will provide financial assistance should the student later enroll in the university. (University of Iowa)

* The director of the School of Journalism conducted a seminar for which he was paid a $500 honorarium. He told the sponsor of the seminar that he was donating the money to the school for a minority scholarship and challenged the sponsor to match the amount. This was done and a $1,000 scholarship was established. (University of Kentucky)

* We have a Hispanic Journalism Scholarship Program, supported by a $100,000 grant from the Gannett Foundation. (Michigan State University)

* With the support of the Paducah Sun and the Gannett Foundation, we have established two minority-only scholarships for students in Kentucky who study journalism at Murray State. This has been an effective recruiting tool. (Murray State University)

* At least three scholarships are awarded at the end of our Urban Journalism Workshop. The Philadelphia Daily News staff members collect donations for a scholarship. That amount is matched by the management of the Daily News and by Temple's School of Communications and Theater. These scholarships have been $500 each of the past three years. (Temple University)

* Whittle Communications gave us five scholarships a year (20 total) for minority students in print journalism. They are full-ride awards worth about $7,000 per year for four years. (University of Tennessee)

* The Seattle Times and the Washington Association of Broadcasters sponsor scholarships we award. (Washington State University)

* We recently received a $3,000 grant from the Northwest Florida Daily News in Ft. Walton Beach. This will enable 100 high school, community college and university students to attend our annual journalism conference. (University of West Florida)

* For our minority workshop, co-sponsored by Dow Jones Newspaper Fund, newspapers are encouraged to sponsor students (at a cost of less than $300 per student) and are given the opportunity to select students to be sponsored. Some larger papers, such as the Courier-Journal, pay for students from places outside their circulation areas where we have been unable to attract a newspaper sponsor. (Western Kentucky University)

Follow-Through: Mentoring, Alumni Links and Student Organizations

Fewer institutions referred to this latter stage of cementing student commitment to a journalism career. Because this often occurs after the student is in college, some survey respondents may simply not have thought of it as a high school-related activity. Those who did use professional journalists and alumni for recruiting, mentoring and retention efforts or have established on-campus vehicles to ease students into and through the journalism program.

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* We call students who have been admitted to determine if they are experiencing problems with financial aid, housing or any other area that may prohibit their actual enrollment. The same is done with current students whose names appear on unpaid fee lists. We seek to explore options that will prevent students from withdrawing. This approach has proven beneficial for the last five years. (Florida A&M University)

* We established a minority JMC focus group on our campus to serve as a support group for current JMC minority students. (Kansas State University)

* We are beginning to develop minority recruiting strategies with Dwight Lewis, metro editor of the Nashville Tennessean, a member of the National Association of Black Journalists and a frequent visitor to the campus. (Middle Tennessee State University)

* We have found nothing more effective than continual recruiting and individual work with the students once they reach the campus. As we acquired minority professors, informal recruiting seemed to work best. That is, the minority networks began to send good prospects our way. (University of Nebraska-Lincoln)

* In addition to scholarship help, we have established part-time jobs for as many as possible. That relationship of working with professors and administrators seems to provide some mutual communication that we did not have. (University of Nebraska-Lincoln)

* Our School of Journalism alumni association annually plans a career day at our school for minority high school students from our metropolitan area. Speakers at this event describe the various career opportunities in the mass media and are people from the local media, many minorities themselves. (Ohio State University)

* Once students have committed to journalism, we try to use them as undergraduate assistants for the press associations, as assistants during the conference and workshops and as hall counselors during our successful summer workshop. Since South Carolina's black population is about 40 percent, we regularly have minority representation on our executive boards and at our conferences and workshops. (University of South Carolina)

Miscellaneous Innovative Activities

Finally, respondents described activities that either defy categories listed above or offer an otherwise creative approach to the challenge of attracting minority students and good high school journalism prospects. Such activities include the following.

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* With the help of a small grant, our department set up a project that brought several faculty members and advanced undergraduates to a Chicago high school for two days of workshops. These minority high school students then spent two days on the EIU campus, where they produced a newspaper for the high school--and learned more about the university and journalism as a career. This project, begun in 1987-88, was duplicated at two other schools in 1989-90. (Eastern Illinois University)

* We built on the above project with a second grant request to fund a program that would link EIU faculty and journalism students with high schools with predominantly minority populations but without a journalism/publications program. Through workshops in the high school and on campus, the task here is to help the students and their advisers develop a continuing publication.
(Eastern Illinois University)

* We focus on self-esteem, confidence and self-motivation during recruitment presentations. We also incorporate the opportunities available in our J-School during the presentations. We want to make students believe they can become journalists first, then sell them on the program. At least four students are coming into the program this fall as a result of this approach.
(Florida A&M University)

* We instituted a special track in our master's degree program in Student Media Advising, with special courses for teachers and advisers or those aspiring to this role. We also began a Certificate Program in Student Media Advising to assist teachers working towards certification, extra pay, etc.
(Florida International University)

* We have an annual dinner with advisers at the Omaha Press Club.
(University of Nebraska-Omaha)

* Our School of Journalism is forming a Center for Diversity in Journalism, an administrative umbrella designed to increase the school's minority efforts and organize and coordinate initiatives already in place. Minority initiatives include the following:
--The Gary, Ind., Boys and Girls Club Project. Funded by a 17-month federal grant, the Gary Project involves weekly classes for 36 inner-city black children, ages 11-14, who are introduced to journalism in the non-threatening environment of the Boys and Girls Club. Participants attend Saturday classes, learn to write and edit, produce newspapers and develop their interests in journalism at the hands of OU journalism faculty and local news professionals.

--The Secondary Schools Recruitment and Training Program is a model of cooperation between the journalism school and newspapers in Ohio who commit to long-term outreach relationships with their local schools. Promising students are identified in grades 7-9 and brought together with newspaper professionals and journalism faculty. The most interested of these students are paired with mentors, working at internships and as copy clerks through their high school years. At graduation, the students are eligible for scholarships to attend Ohio University, which matches newspapers' scholarship contributions. Upon graduation from OU, of course, it is expected that these students will want to work for their hometown newspapers. (Ohio University)

--The Cincinnati High School for the Communication Professions is a cooperative effort involving the Cincinnati Public Schools, the Scripps Howard Foundation and the E.W. Scripps School of Journalism. The four-year magnet high school opened in September 1989 after two years of planning and development. The high school curriculum, developed by school officials and OU journalism faculty, includes a broad-based liberal education with intensive, hands-on practical training in media skills, both print and broadcast. OU journalism faculty and Cincinnati news media professionals are involved in instruction.
(Ohio University)

* Various faculty members' research in the area of minorities and the newspaper business includes content analysis of newspaper coverage, a survey of minority high school students about their career aspirations, and various studies of journalists' job satisfaction and problems of minority retention and advancement in newspapers. (Ohio University)

Conclusions

The survey that is the basis for this preliminary report was intended to generate ideas for ASJMC members seeking new ways to reach prospective journalists among high school students. This report is designed to be useful--with models and suggestions for whatever level of activity an ASJMC member desires.

We hope that administrators will use the list of ideas and the roster of liaisons, and that those of you with ideas or suggestions to add to the list will complete and return the questionnaire that accompanies this report.

Our goal is that by October 1990 we will have a better representation of ASJMC member institutions, with even more ideas to share in the final report. That compilation then will be mailed to all ASJMC members.

ASJMC SURVEY ON MINORITY & HIGH SCHOOL RECRUITMENT
Institutions with High School Liaisons
plus (years of experience)
and [*primary duties]

- -

1. Arizona, University of
   Virginia Escalante (2) [D]
2. Bloomsburg University
   Walt Brasch (10) [B, E]
3. Brigham Young University
   JoLynne Van Vaulkenberg, Alf Pratte, Bill Porter & Laurie Wilson (2-3) [B, D, F]
4. Cabrini College
   Jerry Zurek (15) [F]
5. California State University-Fresno
   Greg Lewis (11) [A, B, C, E, F]
6. California State University-Northridge
   Sam Feldman (20) [B, E]
7. California State University-Sacramento
   Bill Dorman (15) [B, E]
8. Colorado, University of
   Don Ridgway (7) [A, B, C, E]
9. Colorado State University
   Derry Eynon (3) [E]
10. Eastern Illinois University
    James Tidwell (3 at EIU) [A, B, C, D, E, F]
11. Elizabethtown College
    Jamie M. Bryne (2 at EC) [B, E]
12. Florida A & M University
    Mary Diane Hall (9) [B, D, E, F]
13. Florida International University
    Lillian Lodge Kopenhaver (17) [B, D, E]
14. Franklin (Ind.) College
    Jonna Kane (2) [A, B, C, D]
15. Georgia, University of
    Margaret M. Johnston (21) [A, B, C, D, E, F]
16. Houston, University of
    Ted Stanton (8) [D, E]
17. Humboldt State University
    Mark Larson & Howard Seeman (15) [E, F]
18. Indiana University
    Jack Dvorak (4 at IU) [B, C, D, E, F]
19. Indiana State University
    Liz Calman (2) [B, F]
20. Iowa, University of
    Richard Johns (20) & Mary Arnold (4) [A, B, C, D, E]
21. Kansas State University
    Linda S. Puntney (1) [A, B, D, E, F]
22. Kentucky, University of
    David B. Dick (2) [A, B, E]
23. Memphis State University
    Sandy Utt (5) [E]
24. Michigan State University
    Cheryl Pell (3) [A, B, C, D, E, F]

Programs with Liaisons--page two

25. Murray State University
    Bob McGaughey (20) & Ann Landini (6) [B, D, E, F]
26. Nebraska-Lincoln, University of
    Richard Streckfuss (6) [F]
27. Nebraska-Omaha, University of
    Jeremy Lipschultz (1) [B]
28. New Mexico, University of
    Fred Balos (3) [B, D, E]
29. New York University
    Mary W. Quigley (5) [A, B, E]
30. North Dakota, University of
    Shannon Gullickson (8) [A, B, C, D, E]
31. North Texas, University of
    Ernestine Farr (6) & Richard Wells [D, E]
32. Northeast Louisiana University
    Helen Varner (1) [B, D, E, F]
33. Northern Illinois University
    Dana Ditrichs (2) [B]
34. Ohio State University
    Sarah Ortman (5) [A, B, C, D, E]
35. Ohio University
    Sally Walters (6) [B]
36. Oklahoma, University of
    Jim Paschal (20+) [A, B, C, D, E]
37. Oregon, University of
    Fred Kerber & Jennifer King (7) [B, D, E]
38. Pepperdine University
    Steve Ames (12) [E]
39. South Carolina, University of
    Bruce Konkle, Beth Dickey & John Lopiccolo (5-18) [A,B,C,D,E,F]
40. Southeast Missouri State University
    Roy Keller (2) [E]
41. Syracuse University
    Marshall Matlock (10+) [A, B, E]
42. Temple University
    Thomas Eveslage (9 at TU) [B, D, E]
43. Tennessee, University of
    Bonnie Hufford (5) [A, B, C, D, E]
44. Texas Tech University
    Roger Saathoff (2) [F]
45. Utah, University of
    DeAnn Evon (2) [A, B, D, E]
46. West Florida, University of
    Laurie O'Brien (2) [C. D]
47. West Virginia University
    Pam Yasle (10) [B, E]
48. Western Kentucky University
    Bob Adams, Terry Vander Heyden & James Highland [B, D, E]
49. Wisconsin-Oshkosh, University of
    Leroy Zacher (8) [A, B, C, E]

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*--see pp. 3 & 4 of report text for identification of duties A-F

ASJMC SURVEY ON MINORITY & HIGH SCHOOL RECRUITMENT

Responding Schools and Survey Respondents
(Preliminary Report)

- -

Arizona, University of	Virginia Escalante
Arizona State University	Douglas Anderson
Arkansas, University of	Louise Montgomery
Arkansas-Little Rock, University of	E. J. Friedlender
Bethany College	Harold C. Shaver
Bloomsburg University	Walt Brasch
Bradley University	Joe Misiewicz
Brigham Young University	Gordon Whiting
Cabrini College	Jerry Zurek
California State University-Fresno	James B. Tucker
California State Univ.-Northridge	Michael Emery
California State Univ.-Sacramento	Shirley Biagi
Colorado, University of	Willard Rowland, Jr.
Colorado State University	David Clark
Duquesne University	Nancy L. Harper
Eastern Illinois University	John David Reed
Edward Waters College	Emmanuel C. Alozie
Elizabethtown College	Jamie M. Bryne
Emerson College	David Gordon
Florida A & M University	Robert M. Ruggles
Florida International University	Lillian Lodge Kopenhaver
Franklin (Ind.) College	Jerry Miller
Georgia, University of	Margaret M. Johnston
Houston, University of	Ted Stanton
Humboldt State University	Mark Larson
Indiana University	Jack Dvorak
Indiana State University	Warren Barnard
Iowa, University of	Ken Starck
Kansas State University	Linda S. Puntney
Kentucky, University of	David B. Dick
Memphis State University	Dan Lattimore
Michigan State University	Stan Soffin
Middle Tennessee State University	Alex Nagy
Murray State University	Bob McGaughey
Nebraska-Lincoln, University of	Neale Copple
Nebraska-Omaha, University of	Jeremy Lipschultz
New Mexico, University of	Bob Lawrence
New York University	Mary W. Quigley
Niagara University	Robert F. Crawford
North Dakota, University of	Shannon Gullickson
North Florida, University of	Shirley S. Carter
North Texas, University of	Richard Wells
Northeast Louisiana University	James D. Whitfield
Northern Illinois University	Donald Brod

--more--

SURVEY RESPONDENTS--p. 2

Northern Kentucky University	Michael Turney
Ohio State University	Walter Bunge
Ohio University	Ralph Izard
Oklahoma, University of	David Dary
Oregon, University of	Arnold H. Ismach
Pepperdine University	Steve Ames
Rhode Island, University of	Barbara F. Luebke
South Carolina, University of	Bruce Konkle
Southeast Missouri State University	R. Ferrell Ervin
Syracuse University	Lawrence Myers, Jr.
Temple University	Thomas Eveslage
Tennessee, University of	Jim Crook
Tennessee-Chattanooga, University of	Peter K. Pringle
Texas Tech University	Roger Saathoff
Utah, University of	James Anderson
Washington and Lee University	Hampden H. Smith
Washington State University	Alexis Tan
West Florida, University of	Churchill Roberts
West Virginia University	Emery L. Sasser
Western Kentucky University	Jo-Ann Huff Albers
Winthrop College	J. W. Click
Wisconsin-Oshkosh, University of	William Biglow

ASJMC Questionnaire on Minority and High School Recruitment

Please take 10-15 minutes to complete this form...or as much of it as you can. We want to hear from everyone. Results will be published and returned to help you recruit better journalism students in general and minority students in particular. Results also should suggest ways to fulfill accreditation requirements.

Your Name _____

Title _____

Unit _____

College/University _____

- -

1. Do you have a faculty or staff person who serves as a liaison to high school journalism programs in your region?
(circle one) Yes (proceed to 1-A)
No (proceed to 1-B)

A. If yes, is this person
(circle one) faculty? staff? other _____

(circle one) full-time? part-time?

How many years has this person been doing this? _____

What is the person's name? _____

Does this person have h.s. teaching/advising experience?
Yes No

What are this person's primary duties? (check all that apply)
___Head high school press association
___Coordinate a press day, state or regional convention
___Edit a press association publication
___Direct summer workshops for students/advisers
___Serve as a resource consultant
___Other

B. If no, do you have plans to name such a person?

If so, when? _____

If not, why not?

ASJMC Questionnaire--2

2. Describe briefly the activities or strategies that you have undertaken in an effort to work more closely with high school journalism programs and to recruit and retain minority students. Conferences, contests, awards, Urban Journalism Workshops, speakers, consultants and graduate programs are possibilities, but we are particularly interested in innovative ways you have addressed these concerns. Please be specific and relay any anecdotes that illustrate the results. (Enclose any brochures or flyers that may be appropriate.)

(1)

(2)

(3)

Unless you indicate otherwise, your unit may be identified with responses to the above questions.

Please complete this questionnaire and return it immediately to:

ASJMC
1621 College Street
University of South Carolina
Columbia, SC 29208-0251

Thank you.